

EBP PHASE 2 SUMMARY REPORT
2016-2017
(ENGLISH MONTREAL SCHOOL BOARD)

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1: Workshop on Common Formative Assessment (CFA) for all EMSB school Lead Teams
Followed by In-School Training of All Youth Sector Teachers in Practices of Common Formative Assessments

Goals and Activities

Phase 1: January 17 & 18, 2017 (For in-school administrators, lead school teachers, consultants and school board administrators.

Nicole Dimich Vagle (Solution Tree) worked with EMSB to customize training that focussed on:

Creating and using effective assessments that teachers can use to build a culture of learning where students are engaged and invested in their own success.

Developed for teachers, PLC teams, instructional coaches, and in-school and district administrators, this workshop offered rich dialogue and practical techniques for improving assessments practices. Deepening our understanding of formative and summative assessments, and learn how to design assessments that guide instruction, involve students, and communicate learning.

Phase 2: March 2017 (for all youth sector teachers)

All youth sector teachers were trained in practices of common formative assessments by educational consultants during the March 2017 PLCs days.

Outcomes

2 Day workshop on CFA practices were offered to all in-school administrators, lead teacher teams (2 teachers/school), consultants & school board administrators.

Target Audience:

Directors of Pedagogical Services (1) Assistant Directors of Pedagogical Services
Pedagogical Consultants (25), Regional Directors-East/West Sectors (2) School Administrators (elementary & secondary)- (36 + 17= 53), Lead School Data Team Teachers (2 per school):
Elementary: 76 teachers & Secondary: 42 (Substitution= 118)

Outcomes of workshop. Participants:

- Explored high-quality assessment and grading practices.
- Learned how to use the Design in Five process to develop effective assessments.
- Applied tools to ensure assessments guide instruction and learning.
- Discovered how to recognize the cognitive level of assessment items and tasks.
- Identified and applied characteristics for high-quality rubrics, constructed response, multiple choice, and performance tasks.
- Learned how to accurately analyze formative assessment results to increase student learning.
- Examined ways to effectively communicate assessment scores.

What worked well and less well; what would be done differently

The launching of a board wide initiative is challenging. By bringing in an expert from the field, it always gives credibility to the launch. The practices of CFA aligns really well at the Elementary level and presents more challenges at the secondary level. If we had to do this differently in the future, I would mix elementary and secondary teachers all together as opposed to separate by level. Given that it is always a challenge to introduce new initiatives at the secondary level, by having elementary folks mixed in with secondary, there would be more of an open mind philosophy among participants and more of a critical mass of open minded participants in attendance.

Suggestions for follow-up or an indication of the logical next steps.

As a follow up to this workshop, all our teachers were trained in CFA practices during our March 2017 PLC days. In 2017-2018, we will continue to train our teachers in CFA. Our November PLC days, will revisit CFA practices specifically by subject. All of our subject specific consultants will be offering workshops to their subject teachers in practices of CFA as they pertain to their subject matter. During our March 2018 PLC days, once again, the focus will be on how to design CFAs. Subject specific consultants will work with their subject teachers on practices of design and as diagnostic tools to ensure that all students are successful in their learning.

Submitted by Gil Abisdris

June 1, 2017